

Susan West Lesson Plan #2 Waste, Water, and Energy
July 11, 2015

First Grade Introduction	This is a lesson that will teach first grade students about plants. Students will learn the parts of a plant and the function of each part. This lesson was created because I just built a hydroponic system. A hydroponic system is an alternate way of growing plants. Instead of growing a plant in soil, the plant is grown in water. In the follow up lesson to this one, students will plant and grow their own plants in soil. These lessons will allow students to learn about the parts of a plant, and the function of each part. It will also give students a opportunity to compare, contrast, question, and observe these two ways of growing a plant.
Unit of Study	· Science
Time	45 minutes
Title	· Parts of a Plant
Teaching Point	· To teach students about the parts of a plant, and each function.
Essential Question	<ol style="list-style-type: none"> 1. What are the parts of a plant? 2. Can you identify the key parts of a plant? 3. Can you explain the function of each part of a plant?
Lesson Objectives	<ul style="list-style-type: none"> • The students will observe and describe the parts of a plant. • The students will verbally explain the function of each plant part.
Standards	<ul style="list-style-type: none"> · CCS Language Arts <ul style="list-style-type: none"> <i>1.R.L.1</i> Ask and answer question about key details in a text. 1.SL2 Ask and answer questions about the key details in a text read aloud or information presented orally or through other media. 1.L6- Use words and phrases acquired through conversations, reading and being read to and responding to text including using frequently occurring conjunctions to signal simple relationships. Danielson Domain 3C Competency Engaging students in learning CCS Science- Performance indicator 3.1 3.1B Each plant has different structures that serve different functions in growth, survival, and reproduction. <ul style="list-style-type: none"> • Roots help support the plant and take in water and nutrients. • Leaves help plants utilize sunlight to make food for the plant. • Stems, stalks, trunks, and other similar structures provide support for the plant. • Some plants have flowers. ·
Connection/Purpose	· The goal of this lesson is to teach students the parts of a plant, and the function of those parts using the key words flower, stem, roots, and leaves.
Materials	<ul style="list-style-type: none"> • Book: Parts of a Plant by Wiley Blevins • A flowering plant with soiled cleaned off the roots.

	<ul style="list-style-type: none"> • Plant labels • White or manila card stock
Teaching	<ol style="list-style-type: none"> 1. The teacher will read the book Parts of a Plant. 2. The students will listen, question, and respond to the text showing understanding of the function of each plant part. 3. The teacher will hand out the white or manila card stock. 4. The teacher will display a flowering plant so all students may see the parts of a plant. 5. The teacher will point to a plant part and ask the following questions: <ul style="list-style-type: none"> • A. What part of the plant am I pointing to? • B. What is the function of this part of the plant? • C. Call a student to place a label on that part of the plant? The teacher will continue this process for each part of the plant: roots, stem, leaves, flower.
Assessment	<ul style="list-style-type: none"> • Students will display an understanding of plant parts and the function of each by completing the plant labeling activity.
Rubric	<ul style="list-style-type: none"> • 3 points: Students were highly engaged in class and group discussions; use materials appropriately, and identified and described correctly the parts of a plant and their functions. 2 points: Students participated in class and group discussions. Students used materials with little assistance. Students will produce adequate information about the plant parts and their function and correctly identify at least three parts of a plant. 1 point: Students participated minimally in class and group discussions; were able to use materials without teacher assistance; created an incomplete drawing with little or none of the requested information; and identified two or fewer parts of a plant.
Differentiation	<ul style="list-style-type: none"> • Use pictures and vocabulary words on cards to target students who are having difficulty some groupings.
Vocabulary	<ul style="list-style-type: none"> • Root, stem, leaves, flower.